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One of the hindering, or, at least retarding, influences that must be met at every turn is that library salaries are usually lower than in similar, and, to a degree, competing lines requiring fair educational equipment. The nearest relative and competitor is teaching. Our first and most fundamental hope then is that we may have such salaries in sight in library service as will compete with the school and with secretarial work.

A second retarding influence in a recruiting campaign is that the one activity in library service that all people can see, and about the only one, is the least enticing to one who hopes to use her education. It is the service at the lending desk. People do not understand what library work is.

Librarianship and the library schools have not even generally, and I may say not usually,

appealed strongly to the strong, vigorous, progressive, masculine, virile leaders among young men. Our profession has come to be looked upon as a woman's profession, not only for the large per cent of womanly women engaged in it, but also and quite as much so because of the large per cent of lady-like men that are numbered within our ranks.

Can anything be done with the schools, with our salaries, with librarianship in practice, in an appeal made in some different and better way than that in which it has been made, so that a larger number and a much larger per cent of the strongest and the best of both men and women may come into our profession and vitalize it as with a baptism of a holier spirit and a greatly augmented manly and womanly energy?

### RECRUITING FOR SPECIAL LIBRARIES

Alice L. Rose, *Librarian, National City Financial Library, New York, N. Y.*

#### SUMMARY. THIRD GENERAL SESSION

Given the ideal person with all the proper qualifications in education, training, experience and personality and having found the sources from which this marvel can be secured, what is the next step in recruiting? From now on it is up to the business man and to the A.L.A., the S.L.A. and the leaders in the library profession.

In order to attract the persons whom it needs the business library must offer inducements that will successfully compete with other types of libraries, other professions and other lines of business. What are some of the inducements?

1. Work of sufficient interest and responsibility to furnish to the individual the way to "life, liberty and the pursuit of happiness."
2. A salary equal to that paid in other lines of work requiring the same general education, training and native ability.
3. Confidence that the positions will be reasonably stable and not subject to a greater degree than other departments in the same organization to business depressions.
4. Assurance that executive ability, earnest work, and efficient administration will receive just recognition.

In a message to special librarians published in *Special Libraries* for April, 1921, Mr. Hoover says:

There can be no question of the value of such service to the larger business firms when the work is properly organized and the librarian in charge has a clear conception of the possibilities of his position. The statement that "knowledge is power" is as true for business as for the learned professions, and the business librarian who can make his service an integral part of his firm's organization may become a positive factor both in the increase of profit and in the development of constructive business standards.

When the business man realizes this he will not hesitate to offer whatever is necessary to secure what he needs. He has a right to demand to be shown and to refuse to pay except for value received.

The work of the A.L.A. in bringing about this much desired state of affairs lies along two principal lines. One, a campaign of publicity and propaganda, intelligently waged, to show Mr. Business Man of what practical help such a department can be in his organization; the other to bring about first an efficient standardization of the profession and then to inform the business man how and where he can secure employees to supply his needs. Thus his time, patience and money will be saved and he will be protected from

the costly mistakes arising from an untrained and inefficient personnel.

There will be no dearth of librarians equipped for service in business libraries when the business man realizes its value so that he is willing to offer the necessary in-

ducements. He will realize its value in direct ratio to the efficiency of the business librarian, while realization that librarianship is a profession just as accounting, law or medicine are professions will prevent him from using persons unfitted to do the work required.

## RECRUITING FOR SCHOOL LIBRARIES

By MARTHA C. PRITCHARD, *Librarian, Detroit Teachers' College*

### SUMMARY. THIRD GENERAL SESSION

It is the progressive school systems which are adopting school libraries and asking for school librarians. When a city like Detroit gets worked up to the point of having school libraries put into the system it goes about it with a wholesale effort. Many of you have heard city fathers say "We can't put a library into our high schools until we can put them into all." The city of Boston has for years been blocked in any school library progress on this very plea. Oakland, California, has a fine system of school libraries because when this same answer was made there to a live English teacher begging for a school library in her school, she used her influence to get libraries into all the high schools and got them.

Where can we produce 10 or even 5 high or intermediate school librarians all at once for several cities?—To say nothing of the same or a larger number of elementary librarians. And when school men once make up their minds to have school libraries they will have them, and if library people can't produce effective educationally minded people to fill these positions the school people say, "Very well, we have a good English teacher here who can handle the library all right." And they put her to work.

Now what of this librarian who must weld together such a variety of interests as a group in a modern school presents? Must speak its language as well as understand it? Must not only be able to present the literature of each curriculum subject but must know enough about each one to retain the respect of the faculty associates who come for help in a special field?

The person in the school library needs maturity and judgment. All the children of the school must be guided and helped by

her. She must have poise and resource, and psychology and book knowledge enough to cover the whole ground. She must be seasoned with breadth of experience and sympathy and really grasp the possibilities of her situation whatever her years may be.

She hails with delight the informal classroom. It is her joy to provide the large amount of material now needed for each class. She rejoices especially that pleasure reading is more and more becoming a part of the day's division of time. She begins to see that in schools where the new form of classroom organization and method is being adopted, the library can give an added impetus to the slowly moving machine, for by providing the library resources and advertising them judiciously she can make possible the greater stimulation for timid teachers who with longer or shorter experience in the older forms of teaching fear to attack so complex an undertaking.

With this hopeful situation the school library presents a field full of opportunity for the socially minded librarian. But that is tautology—to be a real librarian means to be socially minded. Let us say the modern school library presents a rich opening for one who desires to give boys and girls the fullest vision of what their own contribution to life may be. In such a school as the one here pictured the library becomes the center of the school, the librarian the person who next to the principal sees and feels most clearly the pulse of the whole institution.

What of her qualifications? Where may she be found? I believe we are all agreed with the statement set forth by the school library division of the A.L.A. in the last three years, that the school librarian must have academic preparation equal to her teacher